

Differentiation: Independent Study & Learning Agreements

Class Title: Independent Study & Learning Agreements
Description: How can you let students work at a pace commensurate with their ability? Capitalize on learning ability by inviting movement through the required content at appropriate speed. Understand how learning agreements can be used to facilitate independent study. Create a valuable tool in differentiation that will help with classroom management as well!
Learning Targets: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Understand the difference between differentiation and differentiated instruction <input checked="" type="checkbox"/> Be able to utilize Topic Development and a Study Guide for students <input checked="" type="checkbox"/> Be able to obtain high quality work from a student <input checked="" type="checkbox"/> Be able to manage differentiated student work in the classroom
WI Educator Standards addressed: all
Class vocabulary: Pre-assessment, accelerated assignment, compacting, agendas, anchor activities, entry point, formative assessment, orbital, readiness, respectful tasks , "CICC: Collaboration, Independence, Communication, Cooperation", open-ended Tasks, Resident Experts
Learning Styles accommodated in this class: Visual, Auditory, Tactile/Kinesthetic
Multiple Intelligences accommodated in this class: Visual/Spatial, Verbal/Linguistic, Interpersonal, Intrapersonal, Logical, Kinesthetic
Bibliography: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Kingore, Bertie. Differentiation: Simplified, Realistic, and Effective. Professional Associates Publishing, 2004. <input checked="" type="checkbox"/> Kingore, Bertie. Reaching All Learners: Making Differentiation Work. Professional Associates Publishing, 2007. <input checked="" type="checkbox"/> Marzano, Robert J., Pickering, Debra J., Pollock, Jane E.. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development, 2001. <input checked="" type="checkbox"/> Pollack, Jane E., Ford, Sharon M.. Improving Student Learning One Principal at a Time. Association for Supervision and Curriculum Development, 2009. <input checked="" type="checkbox"/> Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd edition. Association for Supervision and Curriculum Development, 2001. <input checked="" type="checkbox"/> Winebrenner, Susan. Teaching Gifted Kids in the Regular Classroom. Free Spirit Press, 2002.
Websites: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> http://www.interventioncentral.org/tools.phphttp://www.cvgs.k12.va.us/differentiation/DifferentiatingStrategies.pdf <input checked="" type="checkbox"/> http://www.teach-nology.com/teachers/educational_technology/online_projects/ <input checked="" type="checkbox"/> http://www.tramline.com/tours/cross/world/_tourlaunch1.htm <input checked="" type="checkbox"/> http://members.shaw.ca/priscillatheroux/motivation.html <input checked="" type="checkbox"/> http://members.shaw.ca/priscillatheroux/assessing.html
Differentiation: Lesson will adapt to learner needs in content according to prior knowledge and subject matter/grade being taught.

